Manchester Communication Primary Academy

Academy Development Plan

2021 - 22

The Academy's development plan for 2021-22 is based on achievement of the key recovery objectives, listed below.

Achievement of the objectives will not only enable pupils to rapidly catch-up after the covid-19 crisis, but also improve MCPA's provision beyond a level which would be judged as 'good' by Ofsted.

1. Reading is at the heart of the school: Children are rapidly caught-up in phonics, so that reading and spelling are well supported in EYFS and beyond. Children read a wide range of high quality texts.

2. Children are supported to co-regulate; to understand their emotions and to form positive relationships with peers.

3. All children, including those with SEND are supported to achieve well (including at the end of key stage tests), so that they are ready for the next stage in their education. Expectations of effort, ATL, presentation and handwriting are high.

4. Target groups: 1: FSM E6 Boys. 2: New arrivals. 3: Pupils with previously low attendance. 4: Girls with SEND/PLA.

5. The curriculum design is high quality, and makes good use of pre-assessment to identify gaps in prior-knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.

6. Children engage with and benefit from a wide range of extra-curricular and cross-curricular opportunities.

Success criteria:
It is important to note that the success criteria for key groups, are not targets. They are intended as a minimum threshold measure for evaluating if an objective has been met or not. The work to maximise outcomes for key groups does not stop when the threshold is reached, as the ambition is always to achieve 100% for all key groups.

The thresholds were calculated by listing all of the members of the key groups, evaluating their end of year assessments and categorising them as 1-6 (1, likely to exceed the national standard. 2, might exceed the national standard with support/likely to achieve the national standard. 3, likely to achieve the national standard, with support. 4, might achieve the national standard with support. 5, unlikely to achieve national standard with support). Thresholds were then created by adding all of the pupils in groups 1-3 and half of the children in group 4. This figure was then rounded to the nearest ten. This approach does not mean that certain children are targeted and some are not, all children in the key group are supported to achieve/exceed the standard, in a way that is appropriate to their needs.

Recovery Objective 1	Reading is at the heart of the school: Children are rapidly caught-up in phonics, so that reading and spelling are well supported in EYFS and beyond. Children read a wide range of high quality texts.		
Targets	Lead staff	Key actions	Success criteria
Children are rapidly caught-up in phonics through high quality phonics teaching across the school.	Hayley Carty Ash Wolstenholme *GMAT holiday camp co-ordinator*	-Provide support/training to staff. -Develop training for new staff. -Improve implementation of RWI comp in Y2. -Implement use of RWI 1:1 pack. -Integrate phonics tracking into insight and develop shared ownership of assessment. -Develop the role of LSAs in supporting phonics, including during freetime -Explore holiday provision for younger children	-Phonics screening above 75% *Jan update: LSA training in twilight to include kickstarts and any new starters. Phonics achieved 76%*
All children regularly engage with a range of high quality texts for pleasure.	Lauren Davies Hayley Carty *MCA English/library team*	-Class libraries regularly reviewed and enhanced, drawing on pupil preference and enabling staff to make recommendations.. -Ensure good use of diversity and inspiration libraries. -Broker access to MCA library. -Promote RfP through incentives and shared experiences. -Review & develop home reading, including reading records and decodable books. -Promote the profile of reading through school with displays, initiatives	-All pupils regularly read for pleasure. -When questioned, pupils can articulate what they like to read and why. *Jan update: List of books sent to MCA library for primary section - library cards pending. National storytelling week coming soon.*

		and opportunities to share reading.	
The post-phonics approach to reading, uses evidence informed practice and the art and science of teaching primary reading.	**Nazia Bashir** Jon Coupe Hayley Carty Lauren Davies *MCA English team*	-Convene the reading strategy group to review and develop the current approach to teaching reading. Use evidence informed practice, supported by the research school, EEF research and texts to develop the approach. -Provide training and coaching to colleagues as needed.	-Staff feed-back that they are confident teaching reading post-phonics. -Reading outcomes are improved to an average of at least 60%. *Oct update: Y6 are doing this now, starting in Y5 currently - roll-out next half term in Y3 upwards. Jan: This is going well with ASPR, but RWI comp is not consistent - training to address this week.*
Staff training is consistently high-quality and evidence informed, so that staff performance is the best possible. ECTs are well supported to do well. Teachers whose EC years have been adversely impacted by covid are offered additional support to ensure that they develop well.	**Nazia Bashir** Alex Reed Ian Williams Hayley Carty Jon Coupe *Research school*	-Implement staff training plan, informed by the research school. -Develop support staff training plan, implement and review. -Take feedback on training weekly and review approaches based on this. -Offer instructional coaching to recent ECTs who have missed out on the ECF. -Review ECF implementation to ensure that it is the best it can be.	-Staff feedback in training is positive. Where it is not, action is taken to rectify it. *Oct update: Trial and evaluate Thursday staff support slot - AR lead on this. Plan for phonics training with LSAs in twilight - HC & AR Implement a recap for training at the start - NB. Jan: Training sessions to have a tangible outcome*
The EYFS is a writing rich environment with quality engagement in all areas.	**Hayley Carty** Noreen Maqboul Nazia Bashir	- Provide training for new staff in 'in the moment planning'. -Develop and continually review opportunities for writing in all areas. -Ensure that staff model	-At least 70% achieved the GLD in writing. *Jan update: Examples of writing in all areas*

		writing with cursive handwriting and correct SPAG at all opportunities. -Display pupils' 'writing' in all areas of the provision, -Ensure that all pupils engage with writing in the provision by tracking engagement.	*in reception, class gallery needs more regular update. Need mark making examples up in nursery.*
The Drama aspect of the performing arts curriculum is fully developed, to provide opportunity for the development of oral communication and more context for applied reading.	**Daisy Leather** Nazia Bashir *MCA Drama team*	-Finalise and share drama objectives. -Provide planning support to staff teaching drama. -Provide/broker opportunities for peer observations of drama teaching. -Take staff feedback and adapt support and the curriculum as required.	-Staff feedback shows that those who taught drama felt well supported and able to do well. *Jan update: On track - all in place*
Colleagues in all roles make astute use of data to inform decisions and monitor impact. The new assessment system is clear, robust and highly effective.	**Alan Mulvany** Alex Reed	-Set-up phonics tracking in insight. -Finalise and share assessment criteria for all subjects. -Share updated guidance on the assessment strategy for all staff. -Provide training to all staff in how to use the assessment system. -Provide regular drop-ins and support. - Develop moderation approaches for teacher assessments. -Establish subject networks with other schools to support moderation.	-The assessment strategy and system is robust, easy to use and has high staff confidence. *Jan update: Insight can have phonics bands and number of sounds. Curriculum leaders and phase leaders check. AM and NB to collate writing standards folder.*

Recovery Objective 2	Children are supported to co-regulate; to understand their emotions and to form positive relationships with peers.		
Targets	Lead staff	Key actions	Success criteria
Early identification of children with SEND is well-established, so that evidence is gathered and appropriate support, including specialist outreach is accessed quickly.	Leila Noble Lauren Davies Inclusion team Ian Williams Phase leaders	- Refine systems for SEND referral and remind staff of processes. - Use direct CAMHS referral process through DSL. - Ensure that EP list is effectively prioritised so that children have quick access to specialist support if needed. - Document and present tier 4+ cases regularly at SLT, so that needs and provision can be reviewed by all stakeholders. - Ensure that inclusion panel meetings are consistent and effective.	-All children on tier 4+ have EHCPs and clear documentation of specialist support. -No child with suspected SEND has to wait longer than necessary for specialist support/diagnosis. *Jan update: More children going through RHOSEY than ever before. AP outreach in place.*
Children entering nursery are ready for school, and we are aware of how to meet their needs.	Noreen Maqboul Kate Zebedee-Smith Miriam Jakel Hayley Carty Ian Williams	-Produce a letter to the local nurseries, providing contact details and asking them to involve MCPA in supporting children who need additional support, and will be attending MCPA. -Develop 2year old provision for MCPA siblings and future children in toddler, baby club etc. -Create a website section and content with activities for parents to do with two year olds. -Explore the feasibility of developing a formal 2 year old provision at MCPA, or within GMAT.	-Children with additional needs are already known to us on entry to MCPA, and we are well equipped to support them. *Jan update:*
Academy-wide routines are consistent and well-	Ian Williams Phase leaders	-Provide regular reminders of the routines, expectations and their rationale for colleagues.	-All school-wide systems are securely embedded in all

embedded, resulting in calm and orderly transitions, lessons and playtimes, with clear expectations.		-Regularly check that routines are established and followed- provide support and guidance where this is not the case. -Provide public reward/praise for classes who have demonstrated a particular skill e.g. freezing, 6S lines, emotional check-in etc.	appropriate classes: *Jan update: Routines/expectations such as 6s lines, silent stairs etc are well embedded. Next body of work if emotional check-in.*
Re-establish the academy's Anti- bullying strategy with worry-boxes, pupil leadership roles and effective tracking of peer on peer incidents.	**Ian Williams** Soreta Taylor Assiya Ahmed Lorraine Carlin Letitia Murphy Alex Reed	-Review and re-launch the pupil council and community quality champions. -Re-establish and publicise the worry boxes. -Include CPOMs behaviour report in tri-weekly pastoral huddle, to be attended by AR/IW, SC, LC, LM and JM. -Review community quality afternoons to include a half-termly assembly (including singing) and provide parent engagement opportunities.	-All children feel safe in school on pupil voice. -All pupils recognise that if there is bullying, it is dealt with well by staff. *Jan update: Mostly done - need to check council profile.*
The post-exclusion (internal and external) reintegration process is a restorative process, shared by pupils, parents and staff; So that repeat exclusions are reduced.	**Ian Williams** *Nurturing schools*	-Review exclusion policy to create a more restorative review process. -Address in policy how 'safety-based' FTEs and 'consequential' FTEs differ. -Provide exclusion data update at pastoral huddle, to ensure that context is considered and holistic action undertaken. -Use behaviour data report to track any at risk children and provide intervention before FTE.	-The number of fixed term exclusions is an absolute minimum. Where an exclusion has been necessary, positive action is taken to reduce the likelihood of further exclusion. *Oct update: No exclusions so far this year. Policy to be updated in Autumn 2 with reflective/restorative focus (IW).*
Playtimes are positive and active, meeting the social and physical needs of all pupils. Children engage with activity	**Alex Reed & Ella Bergin-Williams** Billy Mort Lead TAs Ian Williams	-Ensure that nurture play provision is in place for any children who require it. (lead TAs) -Establish and promote the 'walk to school' initiative (EBW)	-Playtime is active, fun and has very few incidents. *Jan update: Zones in place on the yard.*

and healthy choices regularly.	Assiya Ahmed Nicola Gibson	-Develop a joined-up approach with the catering team to inform the school menu with pupil voice and healthy eating (AA and EBW) -Develop approaches to promoting healthy eating in packed-lunches (EBW) -Provide activities in PE lessons which can be practised at playtime, provide coaching to support these, using sports leaders from MCA (BM) -Develop approaches to reducing traffic and pollution near school (AR) -Track playtime behaviour incidents and take action to reduce them (PLs/IW)	*WOW well embedded.*
The MCPA Safeguarding & family provision is highly effective, proactive, and well integrated to school life.	**Ian Williams** Lorraine Carlin Letitia Murphy Jess Moreno Sophie Cullen Alex Reed Jeanette Wong *GMAT safeguarding support*	-Ensure that the DSL team access appropriate training and networks. -Update the website and documentation to reflect changes. -Ensure that all colleagues have the appropriate training and understand the safeguarding processes. -Develop the pastoral huddle process to ensure that safeguarding, behaviour, SEND, attendance, academic and family information is triangulated to inform interventions. -Review how DSL team communicate with children and parents- so that everyone knows who to contact with a safeguarding concern.	-The new DSL and DDSL are highly effective in providing safeguarding provision; including training for staff and prevention/curriculum aspects, alongside responsive support.

Recovery Objective 3	All children, including those with SEND are supported to achieve well (including at the end of key stage tests), so that they are ready for the next stage in their education. Expectations of effort, ATL, presentation and handwriting are high. Target groups: 1: FSM E6 Boys. 2: New arrivals. 3: Pupils with low attendance. 4: Girls with SEND/PLA.		
Targets	Lead staff	Key actions	Success criteria
Children who are identified as 'borderline' at the end of 2020-21 are enabled to catch-up through: High quality teaching Effective interventions Boosters and tuition Targeted homework Engagement support/mentoring as needed.	Nazia Bashir Phase Leaders	-Create borderline group in insight to allow tracking. -PLs meet with class teachers to ensure that they know who their borderline cohorts are, what makes them borderline and how to close the gap (MAPs). -Classes display MAPs. SLT follow-up actions, to ensure that they are being followed-through. -Regularly monitor the work and learning of the target group, providing feedback and support to staff as needed.	At least 50% of the borderline group achieve end of year standard. (0% from end of 20-21 data, impact of this is whole school attainment from c40% to c60%)
Key focus group 1 perform well, with an average of at least 60% on track by the end of the year: Boys, who are FSM E6, with a particular focus on the summer born cohort.	Nazia Bashir Jon Coupe Hayley Carty Alan Mulvany	-Create keygroup in insight to allow tracking. -PLs meet with class teachers to ensure that they know who the key group cohort is, what makes them behind and how to close the gap (MAPs). -Classes display MAPs. SLT follow-up actions, to ensure that they are being followed-through. -Regularly monitor the work and learning of the target group, providing feedback and support to staff as needed.	-At least 60% of FSME6 boys, and 50% of FSME6 Summer born boys, achieve the end of year standard in English and maths. (Currently c30% and 16% summer. Increase puts whole school achievement 10% higher discounting target above. Including target above, achievement of this target would bring whole school achievement to c62%)
Key focus group 2	Ian Williams	-Review EAL support strategy	-New arrivals at MCPA

perform well, with an average of at least 40% on track by the end of the year: Children who start mid-year, especially those who are new to English.	Kim Torkamani Alex Reed Lorraine Carlin Jeanette Wong *MCA EAL team*	and identify opportunities to work with MCA team. -Re-establish EAL assessment and tracking. -Ensure that EAL interventions are in place for anyone stage 0-3. -Review new starter processes, to ensure that baseline data is well-used by class teachers. -Ensure that children whose baselines demonstrate need, start with a support package in place.	make rapid progress and 60% achieve the end of year standard within 2 years. (Currently, 60% of pupils achieve the standard in 3 years. Improving the rate of achievement would have a negligible impact on the overall school attainment percentage, but will have a longer term positive impact).
Key focus group 3 perform well, with an average of at least 50% on track by the end of the year: Children who were classed as persistently absent in 2020-21	**Alex Reed** Sophie Cullen Alan Mulvany	-Create keygroup in insight to allow tracking. -PLs meet with class teachers to ensure that they know who the key group cohort is and how to close the gap (MAPs). -Classes display MAPs. SLT follow-up actions, to ensure that they are being followed-through. -Regularly monitor the work and learning of the target group, providing feedback and support to staff as needed. -Write to cohort, ensuring that parents know that they were PA last year. Invite for review meeting if attendance dips below 97%. -Implement attendance recovery strategy, so ensure whole school attendance is maximised and PA minimised. -Make use of trust attendance reports to target action.	-Last year's PA children attend well, with an average above 90%. Their achievement is improved, with at least 50% on track by the end of the year. -The proportion of children with are PAs below 10% in 2021-22. *Of the 89 pupils who were PA last year, 25 currently have attendance below 90%*
Key focus group 4 perform well, with an average of at least 40% on track by the	**Leila Noble** Lauren Davies Alan Mulvany	-Create key group in insight to allow tracking. -PLs meet with class teachers to ensure that they	-At least 40% of the cohort achieve the end of year standard in English and Maths.

end of the year: Girls who have low prior attainment and/or SEND		know who the key group cohort is, and how to close the gap (MAPs). -Classes display MAPs. SLT follow-up actions, to ensure that they are being followed-through. -Regularly monitor the work and learning of the target group, providing feedback and support to staff as needed.	(Currently 6%)
SEND interventions are high-impact and well documented, so that children with SEND make good progress	**Leila Noble** Lead TAs Inclusion team	-Review SEND assessment and integrate BSquared into insight. -Provide training to TAs on assessment, intervention selection and documentation. -Provide training and a framework for lead TAs in QAing the processes. -Regularly meet lead TAs to check QA processes.	-SEND interventions, by the specialist ad year group teams, are highly effective and well documented. Children with SEND make good progress in their personal goals. Jan update: New intervention trackers now in place on paper in assessment folders. Phase leaders check regularly.
Standards of handwriting, presentation and care taken in children's work are consistently high across all subjects.	**Nazia Bashir** Curriculum Leaders Phase Leaders	-Establish the expected standard of handwriting and presentation. -Provide resources which support this, including letter formation diagrams and RWI prompts. -Conduct regular work sampling to check standards, across the curriculum. Provide guidance and support where needed. -Conduct regular peer sampling as phases, to promote consistency of expectation.	-Children's work is consistently well presented. Standards of writing are high across the curriculum.

The computing curriculum is taught with rigour and consistency, so that pupil outcomes are high.	Sam Taylor Phase Leaders	-Establish when each year group will teach computing, in the 1 week per half term model. -Provide planning support prior to the week. -Conduct regular equipment checks and ensure that colleagues use the trolley booking sheets. -Review the approach to pupil accounts, so that work can be easily saved and retrieved. -Check that computing is taught during the allocated time. -Conduct regular supportive visits and scrutiny of work. -Moderate assessment of computing.	-The computing curriculum is robust, staff are confident in teaching it and children achieve well.
Manipulatives are regularly and effectively used in mathematics lessons, to support mastery, not only for less able children.	Ashley Wolstenholme	-Provide training for colleagues on the importance and impact of use of manipulatives, to ensure buy-in. -Consult staff on how manipulative/concrete resources are used, distributed and stored- establish systems for this. -Purchase resources/storage etc as required. -Provide coaching and training to colleagues on effectively using the resources. -Facilitate peer observations of good practice.	-Children are fluent in the use of manipulatives/concrete resources to support their learning in maths. Jan update: Just waiting for the storage solution.
The quality of teaching is consistently good, enabled and evidenced by a transparent and supportive approach to quality assurance	Alex Reed SLT	-Draft new approach to PD and appraisal. -Consult with senior leaders and colleagues. -Develop support staff approach to PD and CPD. -Implement and review the approach, taking staff	-Colleagues are supported to be consistently effective. All colleagues are confident in their understanding of support processes and feel that they are

and accountability,		feedback. -Provide training for colleagues in instructional coaching.	transparent.
Children in Y6 are well supported on their transition to Y7.	Jon Coupe *Right 2 Succeed project*	-Engage with a full year of the right 2 succeed transition pilot project.	-Children in Y6 are well supported in their move to Y7. MCA are very well prepared to meet the needs of all MCPA children.

Recovery Objective 4	The curriculum design is high quality, and makes good use of pre-assessment to identify gaps in prior-knowledge, it has the flexibility for teachers to address these gaps before teaching new content and concepts.		
Targets	Lead staff	Key actions	Success criteria
Provision in all subject areas, and pupil outcomes are at least consistently good. Evidenced and enabled by effective subject leadership.	Alex Reed Curriculum Leaders *MCA subject/KS3 leaders*	-Review subject leader documents and KPIs, to maximise impact. -Create clear frameworks for accountability of curriculum leaders, so that those who have insufficient impact are held to account in a transparent and high impact system. -Identify and develop future curriculum leaders, to support succession planning. -Conduct curriculum sampling at regular intervals, with a renewed focus on	-Curriculum leadership is strong; leaders have clear demonstrable impact on subject provision and pupil outcomes. *Oct update: This is ongoing, curriculum leaders are growing in strength. In AU2, AR to check KPIs and provide 1:1 support.*

		impact. -Support curriculum leaders in moderating assessment judgements and interrogating data; planning and implementing improvement action as a result.	
The new requirements for RHSE are met in the new curriculum and its delivery. Colleagues are confident and supported in delivering this.	**Serena James** *MCA RHSE lead*	-RHSE curriculum is mapped against the new requirements. -Parents, Pupils and Colleagues are consulted on the RHSE curriculum. -Review the RHSE curriculum with MCA's subject lead, to ensure that the curriculum is effectively sequenced across the trust. -Colleagues are supported to deliver RHSE with appropriate training and resources. -QA RHSE lessons, ensuring that they are delivered as planned, parents are invited to view lesson content as planned, and lessons are high impact.	-The RHSE curriculum at MCPA is compliant with the new requirements and the vision of delivery matches the reality. *Oct update: Full curriculum and policy review in Au2.*
Recapping, quizzing and knowledge organisers are effectively applied to support children in recalling and remembering what they are taught, across the subjects.	**Jon Coupe** Curriculum Leaders ELEs	-Integrate cognitive science into staff training, including demonstrating and sign-posting retrieval, recapping and quizzing	-The curriculum implementation is underpinned by cognitive science. Scores in Science, MFL and RE quizzes improve across the year.

		activities. -Support subject leaders in Science, RE and MFL in the development and implementation of KOs and subject quizzes to support assessment.	Jan update: Quizzes regularly used. Curriculum leaders over-see this.
The academy's curriculum and resources are representative and celebratory of the protected characteristics, so that all children and families are represented and connected.	Nazia Bashir & Ian Williams	-Review MCPA's inclusive curriculum, ensuring that it is representative of all protected characteristics. -Support colleagues in planning the integrated inclusion curriculum- so that opportunities are not missed. -Review books used in the curriculum, and in RfP to ensure that they are representative and integrated into class libraries. -Identify events to celebrate equality as a school community.	-The inclusive curriculum ensures that all children and families are represented in school. Its implementation matches up to the vision for delivery. *Oct update: Need external training on gender identity in the curriculum.*

Recovery Objective 5		Children engage with and benefit from a wide range of extra-curricular and cross-curricular opportunities.		
Targets	Lead staff	Key actions	Success criteria	
Outdoor learning is very high quality in the EYFS, with well developed outdoor areas supporting learning.	Hayley Carty Noreen Maqboul *EYFS network*	-Review and invest in high quality permanent outdoor provision for EYFS. -Routinely review and enhance outdoor provision to ensure that it captures children's interest and supports learning. -Continually exploit opportunities to promote the development of reading and writing outdoors. -Conduct peer reviews of outdoor areas, to share good practice. -Engage with EYFS networks to share and benefit from good practice. -Provide regular guidance for staff on how to proactively engage with supervising children, including in the moment planning.	-Engagement with outdoor provision is high. There are few behaviour incidents and accidents. -At least 70% GLD. Jan update: Nursery outdoor area updated with new floor. Waiting on some fencing. Reception working it by splitting the area	
Outdoor and practical learning, especially in science is developed across KS1 and 2, with children regularly using the outdoors to support learning. This includes the use of forest school.	Phase Leaders Farah Abdulhafeez Hiba El-B Hayley Carty *Nature Friendly Schools PSQM MCA*	-Develop new outdoor classroom to facilitate outdoor lessons. -Formulate an approach to using the forest school facility more effectively. -Undertake nature friendly school training.	-Outdoor learning has a positive impact on pupils' understanding of science and nature. -The school achieves the nature friendly schools' award and PSQM Jan update: Plans in place for the container. New planters and	

	Science Team	-Review curriculum to exploit opportunities for outdoor and nature based learning. -Develop approaches to and facilities for growing and food education. -Review science curriculum to maximise opportunities for practicals. -Strengthen links with MCA to make use of specialist facilities where possible.	benches. Need to look at curriculum.
Pupil wellbeing and attitudes to school are regularly screened/assessed, with action taken to support children who score low.	**Ian Williams** Lead TAs Alan Mulvany	-Implement annual PASS survey -At other assessment windows use an in-house, shorter, online questionnaire to understand pupil views and attitudes. -Develop and implement a well-being screener for TAs to complete with classes. -Develop tracking systems of well-being screening in insight. -Provide staff guidance on how to respond to low scores. -Use well-being screening data to inform discussion at pastoral huddles.	-Children feel safe and happy in school. -Children suffering for emotional difficulty are quickly identified and supported. *Oct update: Wellbeing screening is now in insight. AM to pilot in first week back with November roll-out.*
Children have the opportunity to engage with competition in a range of sports, creating a	**Hayley Carty & Billy Mort** Ella Bergin-	-Review the PE curriculum, to ensure that is supports the	-The school participates in sports competitions across the year, in a

stronger sense of community and pride, as well as promoting activity.	Williams *GMAT Community Team*	longer-term development of transferable skills. -Develop approaches to promote physical activity outside of PE lessons, including free time and outside of school. -Develop a directory of local sports clubs and sign-post children to these. -Using ESA, create opportunities for teams and competition engagement. -Undertake an audit of engagement with sport outside school. -Explore the possibilities of lunchtime sports clubs and daily mile type activities to increase physical activity.	range of sports. Children are well prepared for the competitions and they are high profile in school. The school community is proud of its sporting achievements. -Individuals with notable talent are signposted to local clubs and flagged-up on transition to MCA. -The number of pupils engaging with sport outside school is increased. Jan update: Going well
The ESA offer is high quality, with a wide range of activities on offer. Engagement with the offer is high.	**Hayley Carty SLT** *MCA ESA co-ordinator*	-Review ESA offer with the MCA co-ordinator, to identify opportunities to link-up or share resources/expertise. -Develop an approach to ESA which develops individual talents, whilst giving a range of opportunities. -Design a model for ESA sessions (which may vary by phase) that includes some recapping/booster work in phonics, spelling, reading or	-At least 70% of children in R-Y6 engage with an ESA, including 80% of FSME6. *Jan update: Good uptake, offer going well.*

		tinestables; in addition to the 'club'. -QA the ESA offer, to ensure that engagement and quality of session are high.	
Children are enabled to access a wide range of trips and visits which support the curriculum.	Phase Leaders Curriculum leaders	-Plot and book trips and visits for the year. -Curriculum leaders ensure that all trips and visits in curriculum maps, are in place. -English leaders ensure that children have access to author and poet visits. -Arrange residential trips	-100% of children have the opportunity to go on a trip. -No parents cite cost as a reason for non-engagement with trips. *Jan update: Phase leaders sort RE trips.*